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ABSTRACT

This guide gives both an overview and a detailed summary of data from the Teacher Education and Learning to Teach (TELT) study that is now available in the National Center for Research on Teacher Education (NCRTE) IZE format database. The TELT study was a 5-year longitudinal study funded by the Office of Educational Research and Improvement (OERI) which examined preservice, inservice, induction, and alternative route programs for teacher education. The study focused on a sample of prospective, beginning, and experienced teachers, following them through teacher education programs and into teaching. The researchers were primarily interested in what the teachers learned about teaching writing and mathematics to racially, socially, and ethnically diverse students while participating in the different programs. The majority of the data from the TELT study are available in electronic form utilizing some customized personal information manager software. Through tables and text, this guide provides the reader with a way to understand what data are available and how these data are organized in the software package. The guide provides information on the TELT project; the available data and how it is organized; an example of how to use it; and a sample search using the IZE software. Data are presented in a number of tables, including data on the 11 individual sites studied. (JLB)

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Technical Series 93-2

A Guide to the Teacher Education and Learning to Teach Database

James V. Mead

NCRTL

National
Center for Research
on Teacher Learning

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A Guide to the Teacher Education and Learning to Teach Database

James V. Mead

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National Center for Research on Teacher Learning

The National Center for Research on Teacher Learning (NCRTL)[1] was founded at Michigan State University in 1985 with a grant from the Office of Educational Research and Improvement, United States Department of Education.

The NCRTL is committed to research that will contribute to the improvement of teacher education and teacher learning. To further its mission, the NCRTL publishes research reports, issue papers, technical series, conference proceedings, and special reports on contemporary issues in teacher education. For more information about the NCRTL or to be placed on its mailing list, please write to the Publications Clerk, National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034.

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[1]Formerly known as the National Center for Research on Teacher Education (1985-1990), the Center was renamed in 1991.

Abstract

The guide gives both an overview and a detailed summary of data in the Teacher Education and Learning to Teach (TELT) study. The TELT study by the National Center for Research on Teacher Learning (formerly the National Center for Research on Teacher Education) was a five-year longitudinal study funded by the Office of Educational Research and Improvement (OERI). The majority of the data (60+ MB) from the TELT study is available in electronic form utilizing some customized personal information manager software. Through tables and text the guide provides the reader with a way to understand what data is available and how these data are organized in the software package. The guide is useful to those contemplating an analysis based on these data and to other researchers who want to see how large amounts of data can be organized and retrieved.

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A Guide to the Teacher Education and Learning to Teach Database

James V. Mead[1]

This document describes the National Center for Research on Teacher Education (NCRTE) IZE[2] format database. Using this guide you can learn which data are available. While this is a large document (reflecting a major five-year investment of time and money), much of the information is in tabular form. Suggestions for revision or additional information you would like to see are always appreciated. Direct questions or queries to Jim Mead at (517) 353-4994.

Overview of the Project

The National Center for Research on Teacher Learning (NCRTL) is located in Michigan State University's College of Education. During its first five years, the Center operated as the National Center for Research on Teacher Education (NCRTE) and examined preservice, inservice, induction, and alternative route programs for teacher education in a five-year longitudinal study funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. Known as the Teacher Education and Learning to Teach (TELT) study, the Center focused on a sample of prospective, beginning, and experienced teachers, following them through teacher education programs and into teaching. The TELT researchers were primarily concerned with investigating what teachers learned about teaching and learning while participating in different programs and, more specifically, what they learned about teaching academic subject matter to racially, socially, and ethnically diverse students. Further, to provide a context for the research, the project focused on two academic subject areas which are integral to both elementary and secondary school curricula: writing and mathematics.

More than 700 teachers and teacher candidates at 11 program sites located throughout the nation completed questionnaires at the baseline. Some of these participants completed questionnaires at the end of the program and nearly a year after completing their programs. A subset of 160 teachers (designated the 'intensive sample') were also interviewed and, when possible, their teaching observed.

---

[1]James V. Mead is an administrator for the National Center for Research on Teacher Learning.

[2]IZE is a registered trademark of Retrieval Dynamics, 465 Science Drive, Madison, WI 53711. Please note the company is no longer in business. However, what is described here could be set up on several other personal information manager or database software systems.

Data Available and How it is Organized

We organized the data to address the central research question: What do teacher education programs contribute to teachers' learning (NCRTE, 1988)?[3] The TELT researchers gathered data for both a longitudinal study of individuals who went through various types of teacher learning programs and case descriptions of those programs. The programs picked for the TELT inquiry covered a broad range of experiences offered to teachers at different stages of their training. The Center investigators assumed these programs represented several of the significant perspectives on what teachers need to know and how they should learn about them (McDiarmid & Ball, 1989).[4]

The desire to capture different perspectives across a teacher's career and professional development led to a broad choice of sites. Table 1 shows the types of sites and their locations. The longitudinal study data points refer to interview, questionnaire, or observational data on the intensive sample students. The last column shows the existence of various program materials collected for case study writing.

---

[3]NCRTE. (1988). *Teacher education and learning to teach: A research agenda (IP 88-7).* East Lansing, MI: National Center for Research on Teacher Learning, Michigan State University.

[4]McDiarmid, G. W., & Ball, D. L. (1989). *The Teacher Education and Learning to Teach Study: An occasion for developing a conception of teacher knowledge (TS 89-1).* East Lansing, MI: National Center for Research on Teacher Learning, Michigan State University.

Table 1 Overview of the TELT Project

			Longitudinal Data						
Type of Site	**Location**	**Type of Intensive Sample**	**BL**	**MP**	**MP2**	**MP3**	**EP**	**IT**	**Program Data**
PRESERVICE	Illinois State	Elem. Sec. Math Sec. Eng. Math Major	X				X	X	X
	Michigan State	Elem. Sec. Math	X	X					X
	Univ. of Florida	Psych. Major Sec. Eng.	X				X	X	X
	Dartmouth College	Elem. Sec. Math Sec. Eng.	X				X	X	X
	Norfolk State	Elem.	X	X			X	X	X
	Univ. of Florida	Elem.	X	X	X		X		X
INS	SummerMath Project Mt. Holyoke	Elem.	X				X	X	X
	Teachers College Writing Project NY public schools	Elem.	X	X			X	X	X
IND	NJ State Alternative Certification	Elem.	X	X			X	X	X
	Los Angeles Unified School District Alternative Cert.	Sec. Math Sec. Eng.	X	X	X	X	X	X	X
	Univ. New Mexico\Albuquerque District Induction	Elem.	X	X			X	X	X

Note: Consult individual site reports for these sites for detailed breakdown.

Key: INS = Inservice IND = Induction
Elem = Elementary
BL = Beginning of Program MP = Middle of Program
EP = End of Program IT = Independent Teaching

In developing the instruments, researchers used as a framework Schwab's commonplaces of teaching (McDiarmid & Ball, 1989). This means that items in the questionnaire, interview, and observation instruments focused on subject matter, teachers, learners, and milieu.

Program Data

Researchers gathered data on programs using instruments such as the Teacher Educator Survey stored in SPSS format files. Other data are included in the TELT database. These data include observations of opportunities to learn (classes, workshops, guided practice, et cetera, in the program). These data consist of pre- and post-observation interviews as well as the observations themselves. Interviews with program instructors focused on the program's vision of teaching. A section of the interview for teacher educators (called the vignette in the TELT database) included the same questions found in part of the learner interviews. Selected documents—mostly syllabi and site summaries—are also entered into the TELT database.

Learner Data

Tables 2 through 11 detail the questions asked to program participants in the longitudinal study. The Center Study Guide (Kennedy, McDiarmid, Ball, and Schmidt, 1992)[5] gives full text of the questions and probes. The learner interview consisted of five main sections:

◊ **Section A**

This general section includes items focused on:

(1) Self as a learner
(2) Views of teaching and learning to teach
(3) Ideas about subject matter
(4) Ideas about learners
(5) Experience with teaching
(6) Experience in the program

◊ **Sections B and C**

These sections asked about different mathematics topics. The structured mathematics exercise, Section C, centers on the elementary topic of subtraction and the secondary topic of slope (Neither section was answered by secondary English teachers in the sample. A form of Section B that contained examples and problems

[5]Kennedy, M. M., Ball, D. L., McDiarmid, G. W., & Schmidt, W. (1991). *A study package for examining and tracking changes in teachers' knowledge* (TS 91-1). East Lansing, MI: National Center for Research on Teacher Learning, Michigan State University.

appropriate for elementary grades was given to the elementary teachers in the sample.).

◊ **Sections D and E**

Section D, like B in the mathematics, was about different topics in writing. Section E, the structured exercise, is focused on the topic of organizing writing (A form of Section E that contained examples and problems appropriate for elementary grades was given to elementary teachers in the sample. Neither section was answered by secondary math teachers in the sample.).

◊ **Learner Observations**

Learner observations available in the database also include short pre- and post-observation interviews. The actual observation often consists of a transcript of whatever the teacher literally said during the class.

◊ **The TELT Database** consists of the following IZE texts:

(1) Interviews with program personnel.
(2) Observations of opportunities to learn within the program.
(3) Interviews with program participants (i.e., preservice, beginning, or inservice teachers).
(4) Individual program participant survey responses at different times.
(5) Individual program participant demographic information.
(6) Limited archive documents scanned from paper copies.

◊ Each text in the TELT database is identified by:

(1) Site.
(2) Pseudonym.
(3) Teaching level (for instance, elementary).
(4) Data collection time point.
(5) Type of data (for instance, program-observation).
(6) Question number (where applicable).

Note: In addition, learner interview responses were coded (see Tables 12-19). It is possible to search the TELT database using any of these criteria and by word pattern search.

How to Use This Guide: A Worked Example

I cannot describe all possible ways of using the database. Instead I will reconstruct a recent search for data. The five-page description and Table 1 gave a broad overview of the TELT data. In this worked example the focus of the search is progressively narrowed to address a specific research question. Database searches work best if you move from a broad understanding of what is available to a well-defined topic you wish to retrieve information on. You need a copy of the interview protocols and the survey instruments if you want to be really thorough.

For one example, let's assume I have questions about how teachers grade students' work. If I am interested in how teachers grade students' work in social studies or history, then the TELT database is not a good source. But if I am interested in the grading of writing or mathematics work, then the database has information. If I scan the general Section A (Tables 2 through 7), I find no questions that pertain to grading. However, in Table 9, Section C for mathematics and in Table 10, Section D for writing, there were questions about grading.

Table 9, Section C details what the Center called "a structured exercise" in mathematics. The structured exercises focused on subtraction in the elementary version and on slope in the secondary version. Question C10 (near the foot of Table 9) refers specifically to grading students' work. Table 9 also shows that responses to Question C10 came from four distinct groups of teachers: inservice, induction, and preservice elementary and secondary. As I am interested solely in preservice programs, I exclude the 24 responses from inservice program informants and the 75 responses from Induction program informants. This leaves 142 responses to analyze.

At this point I can go a variety of ways. I could look at the writing items or I could decide to look at mathematics only. Looking at Table 9 again, I see other questions that might be interesting; for instance, C6 hints at criteria by which we judge whether a student has learned a topic. This might be related to grading. Questions C7 and C8 might also be worth a look because giving work a grade might be a special type of reaction or response to a student. You may be suspicious that C6 appears before the informant is asked to react to a student's work. This may give you the clue, confirmed by the copies of the interview protocols, that when the informants answered C6, they had not been given the student work sample that came with Question C7. The lesson here is that you need to look at the protocols to provide a context for what is briefly summarized in Table 9.

I might reject the C6 question's data because I am not interested in teachers' general comments but only in their specific reactions to student work. Questions C7 and C8 require careful reading of the interview protocol. Whether in these questions I might find out what features of the work

sample the informants notice is a judgement call. Let's say I decide that this is too much of a stretch. I have no basis to infer that what they notice about the work in a general sense is the same as what they notice when specifically asked to give the work sample a grade. I therefore reject the idea of using data on Question C7. In C8, while giving a grade is a possible response, the intent of the question is for informants to describe what they would do as a teacher. Giving a grade is a possible teacher action; however, a quick sampling from the C8 responses shows informants rarely volunteer a grade until specifically asked in C10.

I decide not to carry out a parallel analysis on the writing data but note that Table 10, Section D includes grading a work sample. Applying the same logic, I would have 146 responses from preservice teachers. A quick look at the survey instruments tells me there was an item about grading writing I could use, but none in the mathematics section of the survey instrument.

I could add specificity to analysis of the mathematics grading item by going to the Individual Site Report section (p. 39) and then selecting only certain preservice sites or specific time points. I could look at those site reports to see if there were any documents, program instructor interviews, or course descriptions that might talk about grading.

A Sample Search Using IZE

This section introduces you to the software in which the original database exists. You can request and receive the data you need in ASCII format. All word processors and other analysis software accept documents in ASCII, but the keywords that you can use to conduct searches are lost. You could also use the IZE software to analyze data. IZE texts include the original keywords and allow powerful searches. Reader Only copies of the program are available with instructions on how to use this program.[6] IZE is a personal information manager software package that was adapted to store the information. Several Center researchers use this information organizer as a computer analysis method in place of *The Ethnograph*[7] (Fielding & Lee, 1991) and other qualitative tools. The major advantage of IZE over those systems is the flexibility of the coding and the powerful search facilities.

Searching for Particular Types of Informant

To search in IZE for all Secondary Mathematics informants at Preservice Sites, choose F9 from the IZE menu.

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[6]Contact NCRTL.

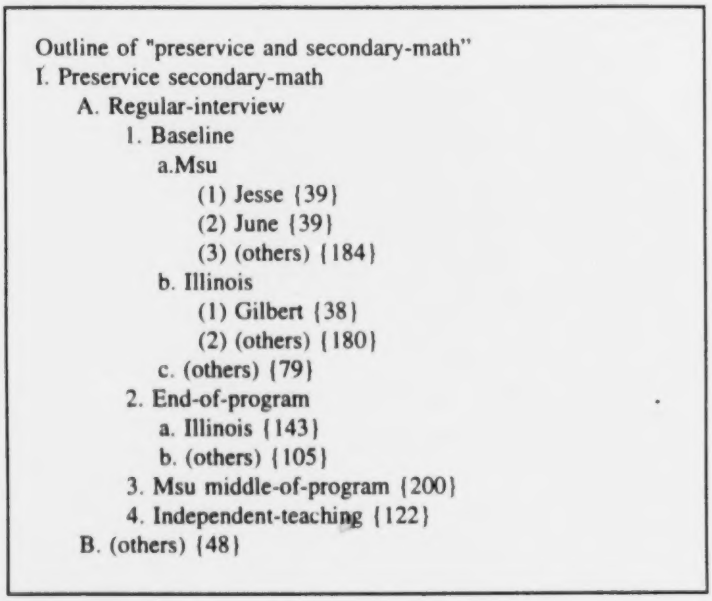
[7]*Using Computers in Qualitative Research* (1991) edited by Nigel G. Fielding & Raymond M. Lee. London: Sage Publications.

A black box appears and you type (type exactly with spaces and hyphens) in the box.

Preservice and Secondary-Math

IZE prepares an outline of all texts in the database that contain these keywords. The screen you will see after typing "Preservice and Secondary-Math" looks like Figure 1 below. Move the bar down to highlight a group of texts you wish to view. You can work your way through a series of screens highlighting what you want to see till you get to individual texts.

Figure 1



If the search is successful you can export the entire data-set to your chosen word processor or print the outline or print the text in IZE. The printing facility in IZE is not one of its best features. Strange things sometimes happen especially with laser printers. I would advise exporting the files to your word processor and then printing them.

To find the PRINT and EXPORT options:

Choose F10 from the IZE menu and then select the "File" option.
Hit the Down Cursor to highlight the option you want and follow the steps.

A More Complicated Search

You can use "and, or, not" in your search statement. Here is an example that searches for informants who are in the Florida Preservice elementary program. I am interested only in their interview responses at the End of Program time point.

Choose F9 from the IZE menu
Type in box:

Florida and Regular-Interview and End-of-Program

The result should look like Figure 2 below.

Figure 2

Outline of "florida and regular-interview and end-of-program"
I. Preservice elementary end-of-program regular-interview florida
- A. Susan
  - 1. Site-specific-question > >
    - a. F12 >
  - 2. F19 > >
  - 3. (others) {10}
- B. Sylvia
  - 1. Site-specific-question > >
    - a. F12 >
  - 2. F19 > >
  - 3. (others) {10}
- C. Simone
  - 1. Site-specific-question {3}
  - 2. (others) {11}
- D. Shelley
  - 1. F19 > >
  - 2. (others) {11}

Searching for Responses to a Particular Set of Questions

Here is a simple question search:

Choose F9 from the IZE menu.

Type in box:

C10 or D7

The results of this search in the Elementary Preservice database are shown in Figure 3. If you have read from the beginning you realize you just retrieved both the mathematics and writing grading questions (172 texts in all). You do have to be careful how you word and order searches. In the search just described if you typed "C10 and D7" you would get nothing. No text has *both* keywords C10 and D7.

Figure 3

Outline of "c10 or d7"
I. Preservice elementary regular-interview
  A. D7
    1. Baseline
      a. Norfolk {13}
      b. Msu {8}
      c. (others) {18}
    2. Middle-of-program {22}
    3. End-of-program {16}
    4. (others) {14}
  B. C10
    1. Baseline
      a. Norfolk {12}
      b. Msu {7}
      c. (others) {18}
    2. Middle-of-program {22}
    3. End-of-program {13}
    4. Independent-teaching {9}

Here is a more complex search combining requests for a particular time points and question:

Press F9

Type in box:

C10 and baseline or end-of-program not Dartmouth

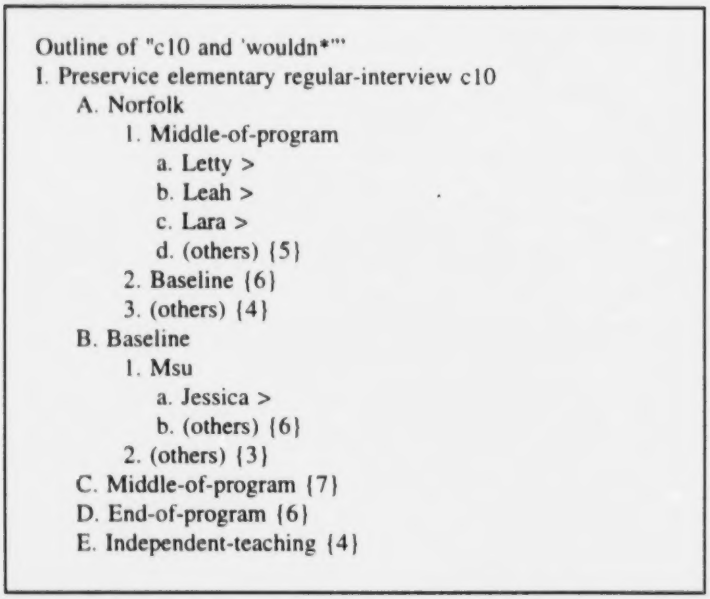
Figure 4 shows the result of this search. In the Preservice Elementary database this pulls all the mathematics grading responses but excludes one site.

Figure 4

Outline of "c10 and baseline or end-of-program not dartmouth"
I. Preservice elementary
A. End-of-program
1. Regular-interview
a. Norfolk
(1) Louise {46}
(2) Lara {45}
(3) Lisa {44}
(4) Leslie {40}
b. Illinois
(1) George {47}
(2) Gina {46}
(3) Ginger {45}
c. Florida
(1) Susan {15}
(2) (others) {42}
2. (others) {44}
B. Baseline regular-interview c10 {30}

The final example with its results shown in Figure 5 gives a hint of the powerful search possibilities using this program. Faced with over 13,000 texts, I can search the whole database and find instances of certain word strings. Each 'full text search' takes about ten seconds. This sort of search requires the ability to type two apostrophes and be creative thinking up a key word or phrase to search for. In my grading example I found when I started to read the responses that some informants expressed reluctance or dislike for grading. If I don't want to read through all the C10 responses I can search using either a wildcard or fuzzy search. The difference between the two is explained in IZE help (Choose F1 from the IZE menu.). When I typed the word 'wouldn*' (in single quotes) I asked IZE to search all the text and not just the keywords. I used 'wouldn*' because many people said things like "I wouldn't grade." This search produced 45 texts for me to read instead of about 200.

Figure 5



There are facilities in IZE to build Search Macros. Contact Center staff if you want to learn how to build these (it is easy!) or want help building them. Then you can retrieve the search macro and save typing. Macros exist to search and retrieve complete sections—for example all the Section E questions.

It may surprise you to know you have just completed most of the reading needed to use the guide.

NCRTE Interview Questions

This series of tables (2 through 11) contains the interview questions as they appear in the IZE learner databases. Those familiar with the various interview protocols understand that question numbers changed in different sites and administrations of the interviews. The tables provide a brief description of the question's substance, but not the full text. The table also includes the number of responses from induction or inservice teachers and preservice elementary and secondary teacher candidates with some brief comments on the questions cumulated for all data collection points. The comments are my *impressions* about the quality of the text and anything else I feel might assist researchers in deciding the value of data available.

Often when researchers request data they get *too much or too little*. I have tried to help by giving you a count of the texts available from five different types of programs: inservice, induction, preservice elementary, and preservice secondary or non-teacher candidates. If 80 texts are

available for a given question, count on *80 pages* of information. Another "rule of thumb" is that 140 texts fill a standard 5¼" 360K disk or 280 texts on the 3½" 740k disk.

Table 2 Section A

Category—Self as learner						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
A8	Experience with math in one's life.	18	31	28	41	A popular reply was balancing a check book.
F34	Experience with writing in one's life.	17	39	65	78	Writing letters and little else.
F32	Elem\HS experience in writing and math.	0	31	142	175	F32 occurs four times in many interviews.
F33	College experience in writing and math.	0	16	72	84	F33 occurs twice in many interviews.
F31	Informants Elementary school experience.	0	8	37	15	General, not subject specific.
F40	Informants High School experience	0	0	0	24	General, not subject specific.
F11	Favorite\Unfavored subject in school.	18	30	31	20	Interpreted as their past experience or what the informant does or does not like to teach now.
F16	Things you like\dislike in math.	20	69	61	65	
F17	Things you like\dislike in writing.	15	65	60	67	
F35 F36 F37	Why Math\English\Psychology major	0	0	0	17	The Liberal Arts sample only.
F20	Source of ideas in math\writing.	0	2	0	0	
A1	Informants description of critical incident	31	72	53	43	

Note:
Ins = Inservice, Ind = Induction, Pre El = Preservice Elementary, Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered.

Table 3 Section A

Category—Views of teaching and learning to teach						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
F3	Things you like to know more about teaching.	46	104	89	68	
F2	What brings you to teaching.	19	54	36	28	
F38	Plans after graduation	0	0	0	23	Liberal Arts only
F39	Did you consider teaching career.	0	0	0	12	Liberal Arts only

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered.

Table 4 Section A

Category—Ideas about subject matter.						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
(a) What does it mean to be good or bad at writing and math.						
F7	Describe anyone good at math	0	53	39	41	Could and often did describe themselves or relatives.
F8	Describe anyone bad at math	0	53	38	39	See F7
F9	Describe anyone good at writing	0	50	39	40	See F7
F10	Describe anyone bad at writing	0	49	31	24	See F7
F25	Describe a student good at writing	18	0	0	0	TC Inservice site only.
F26	Describe a student good at math	10	0	0	0	SummerMath Inservice site only.
F27	Describe a student bad at writing	16	0	0	0	TC Inservice site only.
F28	Describe a student bad at math	10	0	0	0	SummerMath Inservice site only.
(b) Teaching goals described.						
F5	Give your goals for the students to your principal	22	73	86	20	General teaching goals; a lot of student social and emotional development.
F19	Give your goals in writing\math to your principal	45	139	176	92	Specific to subject. F19 occurs twice in interviews.
F6	Writing as part of math	0	8	0	0	Los Angeles only seemed to puzzle informants
F15	Math as part of writing	0	1	0	0	
F17	Describe your preparation for the coming year	0	17	0	0	Los Angeles and New Jersey Induction sites

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered.

Table 5 Section A

Category—Ideas about learners						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
A9	Ability or performance grouping	19	35	39	46	
A10	High School tracking	11	33	17	45	
A14	Gender issues	30	64	43	58	Behavior in different school subjects.
A15	Culture issues	30	67	42	50	Native American culture
A16	Diversity generally	30	69	42	42	Individualized instruction in an elementary class.
A100	Crucial student differences for teachers	19	87	82	65	A100 through A102 were asked as a seperate section.
A101	Student differences affect in writing	10	41	42	39	See A100
A102	Student differences affect in math	6	37	42	40	See A100
D11	Teaching verb tenses to minorities	16	41	43	35	Deliberately embedded in the subject matter section.

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered. In addition to these specific questions many other questions were designed or the answers revealed the informants' ideas about learners.

Table 6 Section A

Category—Experience with teaching						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
F21	Where and what have you taught	13	0	0	0	Experienced teachers only
F4	What will you be teaching	2	19	1	0	Mostly Los Angeles and New Jersey
F22	Changes in teaching approach	20	11	0	0	F22 to F24 all baseline except the 11 responses to F22 from Los Angeles at end of program.
F23	Past year's teaching approach	15	0	0	0	
F24	What gave you most or least satisfaction last year	16	0	0	0	

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered.

Table 7 Section A

Category—Questions about the program						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
A3	What math classes are you taking	0	0	2	15	Preservice question.
A4	What writing classes are you taking	0	0	1	12	Preservice question.
F12	Informant's impression of program purpose and effect	34	63	47	19	
F1	Why the Teacher Training Program	0	13	0	0	Los Angeles only
F13	Why not a regular training program	0	5	0	0	Los Angeles only
F29	Why the TC-Writing Project	8	0	0	0	
F30	Why the SummerMath Project	9	0	0	0	
F18	Albuquerque Summer School	0	12	0	0	An experience before the study started

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered.

Table 8 Section B

Category—Mathematics						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
B1	Place value in multiplication	26	83	81	62	
B2	Relationship between perimeter and area	26	81	90	62	
B3	Dividing by fractions	24	82	81	62	
B4	Reacting to a math resource book	8	20	39	26	This question was mostly baseline.
B5	Dividing by zero	8	31	0	43	
B6	Solving equations	0	31	0	42	

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered.

Table 9 Section C

Category—Mathematics the structured exercises.						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
C1	First reaction to student work	26	75	82	62	Elementary subtraction worksheet or secondary graphs of slope
C3	Important prior student knowledge	20	67	73	58	
C4	How to teach the topic	23	76	81	58	
C5	Hard aspects of topic for students	16	63	71	52	
C6	How do you know a student has learned the topic	17	69	79	60	
C7	Reacting to a student's work	24	78	81	60	
C8	Teaching response to student's work	22	74	79	58	
C9	Value of learning this topic	24	70	80	55	Either the bored student or the parent asking why the attention to this topic
C10	Giving student's work a grade	26	75	81	61	
C11	Slopes in the real world	0	22	0	37	Something students have trouble with and suppose you had a steep hill.
F3	Anything you might like to know better to teach this	11	70	77	55	

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The cell numbers represent the number of texts available in each category, *not* the number of informants who answered. Because the study is longitudinal, individual study participants may have responded to a question on two to four separate occasions.

Table 10 Section D

Category—Writing						
IZE Item No.	Description	Ins	Ind	Pre El	Pre Sec	Comments
D1	The difficulty with apostrophes	26	71	92	56	
D2	Would you work on this topic	26	71	91	54	The common answer is yes with no explanation
D4	Teacher action about apostrophes	24	55	80	51	
D5	Teacher action with different age or types of student	15	37	32	9	End of program or independent teaching time points
D3	Reacting to the reluctant autobiographer	10	25	40	24	Baseline question only
D6	Reaction to student writing	43	90	122	65	Different work for elementary and secondary
D7	Grading the student writing	27	70	91	55	
D8	The plural puzzle	27	70	83	57	
D9	Teacher action with different types of student	27	67	82	57	D11 dealt specifically with ethnic groups. See Table 5, Section A

Note:
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Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.

The figures represent the number of texts available in each category, *not* the number of informants who answered.

Table 11 Section E

Category—Writing the structured exercise.						
IZE Item No.	**Description**	**Ins**	**Ind**	**Pre El**	**Pre Sec**	**Comments**
E1	Remembering their past school learning experience of organizing	10	24	40	24	Baseline only
E2	Present personal way of organizing writing	23	66	77	52	
E3	How to teach organization to a specific grade level	27	69	83	53	
E4	What prior knowledge and skills do the students need	26	69	83	51	
E5	What is difficult for students in organizing their writing	23	65	77	51	
E6	How do you know a student has learned the topic	21	53	77	42	
E7	If initially unsuccessful what alternative teaching strategies might teacher use	20	66	78	47	
E8	Value of learning this topic	24	65	80	50	Either the bored student or the parent asking why the attention to this topic
E9	Teaching strategies for paragraphs	10	27	41	24	Baseline only, teaching paragraphs in general terms.
E12	Reacting to student writing	27	70	84	55	
E10	Student difficulties with paragraphs	15	67	74	47	
E11	Changing approach to paragraph teaching with a different grade	22	65	79	49	
E13	Commenting on an organization of writing text	0	10	0	19	The rest are secondary-only questions in this section
E14	Was this text similar to how you learned to organize	0	7	0	19	
E15	Assessment of the text	0	8	0	20	
E16	Teaching strategies for essay writing	0	8	0	19	
E17	What is hard for the students	0	8	0	20	
E18	What is difficult for students in essay writing	0	6	0	19	
E19	Anything you might like to know better to teach this	0	7	0	20	

Note:
Ins = Inservice Ind = Induction Pre El = Preservice Elementary
Pre Sec = Preservice Secondary and approximately 20 Liberal Arts students.
The figures represent the number of texts available in each category, *not* the number of informants who answered.

Contents and Structure of Each Text

A text refers to a piece or "chunk" of an interview. Every text has a header for *each* question and informant response. In some cases the Form X and Introduction may contain useful remarks about the interview context. A header gives you a standardized description which you can use to sort the database. The questions have headers, even if the contents have no coding.

Here is an example of a completed header:

Figure 6

*Cain*LAUSD *Induction *Secondary-Math #001 *Baseline *Regular-Interview
Date: September 1, 1987
Interviewer-Parker
Section Code:**(characterize-respondents-feelings-about-math) ***passionate
Question Code: #(knowing-entails) ##knowing-what-knowing-means
B3 [division-by-fractions]

* These words or groups are designated IZE keywords. Any word underlined on the next two pages is an IZE keyword and could be used to search the database. The pseudonym *Cain and the #001 (which is not a keyword) are unique identifiers allocated to only one person at that site.

The informant's name is followed by the name of the program and the type of program—in this case *LAUSD, the Los Angeles Unified School District Teacher Training Program. The type of program, *Induction, follows the name. The other types of programs in the database are:

Inservice = SummerMath and TC-Writing
Induction = LAUSD, NJ-Alternate and UNM
Preservice = Illinois, MSU, Norfolk, Dartmouth, Florida

The *Secondary-Math is one type of teacher from whom Center researchers collected data. Most teachers fall into this or one of two other categories Elementary and Secondary-English.

*Baseline (Wave 1), Middle-of-Program (Wave 2 only in some sites), End-of-Program (either Wave 2 or 3 depending on site), Independent-Teaching (Wave 3 or 4, depending on site). Baseline, as it implies, was the first interview conducted prior to the informant entering a program. Middle and end of program are self-explanatory. The independent teaching time point took place some time, normally a year, after the program finished. It should be remembered that these time points in certain programs represent arbitrary cut-off points decided by Center researchers.

*Regular-Interview designates the type of instrument in use or data. Other instrument types in the database are: Observation with Pre-Observation-interview and Post-Observation-interview, Survey-responses and Demographic data; Observation - sometimes fully written up, but often a raw transcript;. Pre-Observation-Interview—a short interview, asking about the planning of the class; Post-Observation-Interview—a short interview to gauge the informants evaluation and future course of action; Survey-responses—these are listings of the intensive samples survey responses

at Baseline, End of Program and Independent Teaching time points; Demographic—taken from the survey, this gives some background information about the intensive sample informants.[8]

Program data is integrated in the database. IZE keywords for program data searches are: *Program-interview*, *Program-observation*, *Program-Pre-observation-interview*, *Program-summary* (written by NCRTE staff), and *Program-information*. Using the keyword *Instructor* gives program observation and interview data from different sites.

You can search the data using these words and keywords in combination (See previous examples for details of how to conduct a search.). You can also use the wording (the exact wording and format is given in the brackets) in the Center coding scheme to search responses. Figure 1 lists the major categories of main sorting words available.

[8]For UNM examples of intensive sample informants, written work is available. Search *Graduate-Intern-Paper*.

Figure 7 Major Search Catagories

Search by Wave	Search by Type of Program	Search by Area of Practice
Baseline	Preservice	Elementary
Middle-of-program	Inservice	Secondary-math
End-of-program	Induction	Secondary-English
Independent-teaching		Other-arts-and-sciences
		Math-major
		English-major
Search by Program	**Search by Psuedonym**	**Search by item**
Dartmouth	Mary	A1
LAUSD	Elaine	B3
Norfolk	Christopher	C7
etc.	etc.	etc.

Illustrative Combined Searches

Dartmouth and Mary and B3
Preservice and Elementary and Baseline or End-of-program
Induction C1 or C2 or C3
Inservice and D1 not TC-Writing

Coding Stems and Responses (see Tables 11 through 18)

Following the date and the interviewer's name there are the coding stems and responses. Coding stems refer either to a complete section of the interview or one question. They can be identified by the use of regular parentheses (). If you want to search for a particular coded response, then you must search the texts for the word sequence. Code stems and coded responses are not entered as keywords in the IZE database. ** (This is a Section Code Stem)—The section code was used with sections B, C, and E of the interviews and *** is a Section Coded Response. This is a ## (Question Response Code Stem) and this is ### (Question Coded Response). In some questions there are more than one question response code stem or responses. The design of these codes was to produce some broad categories of answers. Where Other appears in the Question Response Code there was a typed response reflecting the individual response. All coding text used the hyphen to join words and must be used if the coding text is used to do searches.

Lastly, following the coding stems and responses in the boxed example is the number of the question and a short summary of the question. Question summaries always had brackets [].

Table 12 Interview Section Codes

Section Code Stems and Section Coded Response.		
Section	Section Code Stem	Section Coded Response
Section B	(characterize-respondents-feelings-about-math)	highly anxious
		matter-of-fact
		solid
		passionate
Section C Baseline	(teachers-role)	goes-over-steps-of-procedure
		ask-questions-to-learn-why-students-had-problems
		grade-or-otherwise-evaluate
		avoid-making-student-feel-bad
		respondent-does-not-know
Section C Elementary	(depicts-knowledge-of-subtracting)	focus-on-steps-of-procedure
		focus-on-place-value-concepts
		focus-on-subtraction
		respondent-does-not-know
Section C Secondary	(depicts-knowledge-of-slope)	focus-on-ratio-between-two-changing-variables
		algebra-emphasis-on-phrases-and-formulas
		respondent-does-not-know
Section E	(what-does-organizing-mean)	preparing-outlines
		form\style\logic-flow-development
		discover\clarify-what-you-want-to-say\thoughts-on-paper
		recursive-writing-process
		rigid-proscribed-activities
		become-organized-in-general
		respondent-does-not-know

Note: The coding of some sections varied depending on the time point of the interview

Table 13 Interview Question Codes Section A-Baseline

Section A—Baseline		
Q's	Question Code Stem	Question Response Code
F7 F8 F9 F10 F25 F26 F27 F28	(who-named)	male female self-respondent group nobody
F7 F26 F9 F25	(source-of-math-ability) (source-of-writing-ability)	innate practice-time-exposure perseverance-confidence good-teaching other respondent-does-not-know
F7 F8 F26 F28	(perception-of-math)	set-of-rules/formulas-to-apply procedures-concepts-can-be-understood-have-meaning domain-of-inquiry
F8 F28 F10 F27	(source-of-poor-math-ability) (source-of-poor-writing-ability)	innate practice-time-exposure lack-of-perseverance\confidence bad-teaching other respondent-does-not-know
F9 F25	(single-most-important-criterion-to-define-good-at-writing)	text-clarity-style-tone-organization-way-words-used
		text-neatness-spelling-correct-use-of-punctuation-and-grammar
		persons-quality-of-ideas-insight-perception
		person-easily-generates-text-uninhibited-quick-ideas-come-easy
		patience-time-on-text-adherence-to-process
		paying-attention-to-assignments-work-independently-not-seek-help-finish-on-time
		other
F10 F27	(single-criterion-represents-bad-at-writing)	awkward-sentences-poor-organization-lack-of-clarity-facility-in-English-or-focus
		text-spelling-errors-punctuation-grammar
		person-does-not-pay-attention-forgets-assignments-cannot-work-independently
		misunderstands-process-fails-to-use
		other

Table 14 Interview Question Codes Section A

Section A - Other Time Points (not Baseline)		
Q's	Question Code Stems	Question Response Code
A15	(agreement-with-stereotype)	explicitly-accepts-stereotype
		unsure-about-stereotype
		explicitly-rejects-specific-stereotype
		explicitly-rejects-general-stereotyping
A15	(how-informant-would-deal-with-situation)	change-seating-arrangement
		use-small-groups-or-group-projects
		call-on\coerce-native-students
		elicit-cooperation-through-discussion
		discuss-with-parents\community
		special-event-to-celebrate-ethnicity
		other
		explicitly-states-do-nothing
A16	(respondent-focus-on-differences-in-academic-tasks)	no-focus-on-differences
		focuses-on-differences
		different-tasks-lead-to-different-subject-matter-learnt
		different-tasks-lead-to-different-views-of-self
		other
A16	(teachers-actions-informant-approves)	use-of-praise\reinforcement
		individualized-instruction-in-general
		specific-academic-task-student-has-been-assigned
		responsiveness-to-parents-request
		other
		no-specific-reason-given
A16	(teachers-actions-informant-disapproves)	use-of-praise\reinforcement
		lack-of-groupwork\opportunity-for-social-interaction
		teacher-reliance-on-stereotypes
		responsiveness-to-parents-request
		other
		no-specific-reason-given

Table 15 Interview Question Codes Section B—Baseline

Section B—Baseline		
Q's	Question Code Stem	Question Response Code
B1	(represents-math-content)	place-value-focus
		lining-up-focus
		making-sense-of-answer
B1 B5 B6	(teachers-role)	clear-up-or-correct-students-confusions
		engage-students-in-actively-pursuing-difficulty
		avoid-making-big-deal-of-error
		refer-to-another-teacher-for-special-attention
		respondent-does-not-know
B1	(knowing-algorithm-means)	remember-steps-follow-correctly
		understanding-procedure/underlying-concepts
		other
B2	(knowledge-of-relationship)	student-claim-true
		student-claim-false
		respondent-not-sure
		respondent-does-not-know
B2	(reaction-to-one-example-to-justify)	does-not-explicitly-mention-insufficiency-of-single-example-no-need-for-other-examples
		does-not-explicitly-mention-insufficiency-of-single-example-recognizes-need-to-look-at-other-examples
		explicitly-discusses-insufficiency-of-single-example-as-proof
B2	(knowing-entails)	remembering-how-to-calculate
		whether-or-not-the-claim-is-true
		knowing-what-knowing-means
		other
B3	(respondents-calculation)	cites-or-uses-rule-correctly-or-is-successful
		uses-rule-wrong-answer
		remembers-rule-vaguely-cannot-utilize
		does-not-remember
B3	(asked-to-provide-representation)	appropriate (material-used) round-food other-food other-circular-things money number-line other
		inappropriate represented-division-by-2 fraction-only-but-reasonable fraction-only-senseless something-else-unclear

B3	(asked-to-provide-representation)	no-representation-given got-stuck-after-mistake not-able-to-do-it other
B5	(explain-the-meaning)	gave-explanation (explanation-involved) taking-a-limit defining-division-as-inverse-multiplication concrete-representation-seemed-correct concrete-representation-seemed-incorrect concrete-representation-confused misconceptions-about-zero other
		stated-a-rule (rule-stated) division-by-zero-undefined you-cannot-do-it an-incorrect-rule other
B5	(knowing-entails)	remembering-the-answer
		understanding-what-it-means
		other
B6	(explanation-of-solution-involved)	explain-the-meaning-of-statement
		goes-over-steps-of-procedure
		respondent-does-not-know

Table 16 Interview Question Codes Section B

Section B - Other Time Points (not Baseline)		
Q's	Question Code Stem	Question Response Code
B1	(represents-math-content)	place-value-focus
		lining-up-focus
		making-sense-of-answer
B1	(knowing-algorithm-means)	remember-steps-follow-correctly
		understanding-procedure/underlying-concepts
		other
B1 B5 B6	(teachers-role)	clear-up-or-correct-students-confusions
		engage-students-in-actively-pursuing-difficulty
		avoid-making-big-deal-of-error
		refer-to-another-teacher-for-special-attention
		respondent-does-not-know
B2	(knowledge-of-relationship)	student-claim-true
		student-claim-false
		respondent-not-sure
		respondent-does-not-know
B2	(reaction-to-one-example-to-justify)	does-not-explicitly-mention-insufficiency-of-single-example-no-need-for-other-examples
		does-not-explicitly-mention-insufficiency-of-single-example-recognizes-need-to-look-at-other-examples
		explicitly-discusses-insufficiency-of-single-example-as-proof
B2 B5	(knowing-entails)	remembering-how-to-calculate
		whether-or-not-the-claim-is-true
		knowing-what-knowing-means
		other
B3	(respondents-understanding-of-2 1/4-divided-by-1/2)	respondent-differentiates-between-dividing-by-1/2-and-by-2
		respondent-equates-division-by-1/2-with-division-in-half
		respondent-relies-on-invert-and-multiply
B3	(respondent-explanation-to-child)	respondent-does-not-know
		defining-division-as-inverse-multiplication
		inappropriate
		concrete-representation-seemed-correct
		concrete-representation-confused

B3	(asked-to-provide-representation)	no-representation-given inappropriate represented-division-by-2 other
		appropriate round-food money other-circular-objects other
		cites-or-uses-rule-correctly-or-is-successful
		something-else-unclear
B5	(explain-the-meaning)	gave-explanation (explanation-involved) taking-a-limit defining-division-as-inverse-multiplication concrete-representation-seemed-correct concrete-representation-seemed-incorrect concrete-representation-confused misconceptions-about-zero other
		stated-a-rule (rule-stated) division-by-zero-undefined you-cannot-do-it an-incorrect-rule other
		respondent-does-not-know
B6	(explanation-of-solution-involved)	explain-the-meaning-of-statement
		goes-over-steps-of-procedure
		respondent-does-not-know
		other

Table 17 Interview Question Codes Section C

Section C - All Time Points		
Q's	Question Code Stem	Question Response Code
C10	(respondent-volunteers-grade)	when-first-asked
		only-after-probe-about-school-grading-policy
		never-respondent-opposed-even-after-probe
		never-interviewer-did-not-pursue
C10 Not Baseline	(teachers-role)	goes-over-steps-of-procedure
		ask-questions-to-learn-why-students-had-problems
		grade-or-otherwise-evaluate
		avoid-making-student-feel-bad
		respondent-does-not-know
		other

Table 18 Interview Question Codes Section D

Section D-All Time Points		
Q's	Question Code Stems	Question Response Code
D1	(what-is-difficulty)	physical-appearance
		don't-understand-concept-or-concept-not-associated-with-mark
		apostrophe-arbitrary-learn-rules
		nothing-hard-student-lacks-experience
		respondent-does-not-know
D2	(would-respondent-work-on-them)	yes no other (basis-for-decision) students-ready in-curriculum-at-grade-level students-mastered-prerequisite-skills whether-or-not-respondent-thinks-they-are-important students-will-learn-by-themselves
D2	(how-to-teach)	show-examples-goes-over-steps-of-procedure
		explain-concepts
		worksheet-practice
		respondent-does-not-know
D2 D8	(teachers-role)	goes-over-steps-of-procedure
		engages-students-in-answering-their-own-questions
		avoid-making-students-feel-bad
		refer-to-another-teacher-for-special-attention
		respondent-does-not-know
D6	(respondent-notices-novel-method)	yes no (rank-order-salient-features-for-respondent) clarity-style method-of-indicating-quoted-material ELEMENTARY method-of-indicating-references SECONDARY conventions-of-grammar-spelling-punctuation other-features-of-text respondent-won't-judge-text-without-more-information other-ideas/meaning
D6	(interviewee-response-to-Jessie\Dana)	identify-errors explain-concepts ask-questions-to-clarify-student-understanding compliment-student-for-strength compliment-student-for-effort respondent-does-not-know defines-contingencies
D7	(when-did-respondent-volunteer-grade)	when-first-asked
		only-after-probe-mentioning-school-grade-policy
		never-respondent-opposed-grading-after-probe
		never-interviewer-didn't-pursue

D7	(rank-order-grade-criteria)	spelling-errors
		completeness\coherence
		punctuation\grammar
		method-utilized
		creativity\originality
		student-effort
		decision-depends-on-grade-policy
		other
D8	(respondent-mentions-none-is-special-case)	yes no
D8	(respondent-knowledge-source)	reason-through-situation
		need-to-look-up
		need-to-use-ear
		problem-unimportant
		respondent-does-not-know
		arbitrary-response-no-reason

Note:
In Table 18 there are lower level question code stems that rely on the answer to the main question code stem. I have put these lower level code stems in the question response column to keep a standard approach. For example, in question D2 if the student response was NO they would not work on quotes, the lower question code stem (basis-for-decision) was not used.

Table 19 Interview Question Codes Section E

Section E - All Time Points		
Q's	Question Code Stem	Question Response Code
E3	(teach-concept-at-grade-level)	yes (content-for-teaching-organization) splitting-into-parts concepts-sequence\development\main-idea recursive-writing-activities techniques\genres\connective-terms curriculum-requirements other respondent-does-not-know
		no (things-not-part-of-teaching-content) disapproves-of-formulas authors-personal-preference mechanics-not-an-issue no-items-excluded
E4	(important-prior-knowledge)	concepts-beginning\middle\end
		concepts-temporal-order\sequence
		understanding-audience\communication
		writing-conventions\ability-to-use
		general-thinking-skills
		ability-to-generate-ideas
		freely-generate-text\uninhibited
		disposition-to-be-organized-thinker
		effort
		respondent-does-not-know
		other
E9	(respondent-emphasizes)	physical-appearance
		list-of-components
		relationship-between-paragraph-and-ideas
		relationship-between-paragraphs-and-author-purpose
		decision-hard\subjective
		respondent-does-not-know
E9	(teachers-role)	provide-explanation\correct-answer
		help-figure-it-out
		does-not-know-what-to-do

Survey Data

The following two tables give a good overview of the survey data available in each site. Table 20 details the approximate number of respondents in various categories. Table 21 gives the numbers replying at the three major time points. Used in conjunction with the individual site tables it is possible to decide if the survey data needed for a research question is there.

Table 20 Numbers of Respondents

Type of Respondent	# of Respondents
Experienced elementary teachers	137
Elementary teachers, preservice and induction	324
Secondary math, induction and preservice	79
Secondary English, induction and preservice	102
Math major non-teacher	30
English major non-teacher	50
Other majors non-teacher	50
Secondary science induction	40

Table 21 Respondents by Site and Time

Site	Baseline	End of Program	Independent Teaching
SummerMath	36	30	
TC-Writing Project	24	19	16
LAUSD	94	48	
New Mexico	55	40	20
New Jersey	37	27	24
Illinois State	127	54	
Michigan State	71	6	
Norfolk State	33	14	
Dartmouth College	53	27	5
University of Florida	127	50	53

The Individual Site Reports

These tables give the data available for each site that is, for each teacher education program. The Inservice sites are followed by the Induction and then the Preservice sites. Information recorded in either the Intensive sample tables or the Program table is available in electronic form. The texts are available in ASCII (the standard language that most word-processors will convert) or as IZE texts. Other information listed is normally in paper form and only copies can be issued.

The Program data in the IZE database has a header similar to the learner texts.

Figure 8 Program Texts

*Site *Type of Program *Role *Course Description *Type of Instrument
Real Name (with surname as keyword)
Date:
Interviewer or Observer:

Note: * The words or word groups underlined are IZE keywords:

* Site and * Type of Program: Same as other texts.

* Role: Where possible, I have given a description of the role this person is interviewed for (in most cases Instructor). Sometimes the same person is interviewed in different roles.

* Course Description: This is the title of the course with the number where possible.

* Type of Instrument: Only three types of instrument used: Program-Interview Program-Observation Vignettes (part of the program interview but separated as it asked question content based on learner interview questions).

The Inservice Sites

SummerMath Program: Mt. Holyoke

An Inservice Mathematics Program where all intensive subjects were elementary teachers.

Time Point	Baseline			End of Program			Independent Teaching		
Elementary	**S**	**I**	**O**	**S**	**I**	**O**	**S**	**I**	**O**
NAME									
Barbara	S	I		S	I			I	
Bernadette	S	I		S	I			I	
Baird	S	I	Po	S	I			I	
Bernice	S	I		S	I				
Belle	S				I				
Beverley	S	I		S	I				
Blanche	S	I	O	S	I	O		I	
Belinda	S	I	O	S	I	O		I	O
Bridget	S	I	O		I	O			
Beatrice	S	I	O	S	I	O			
Barry	S	I		S	I				
Extensive sample	25			21			0		

Key
S = Survey
I = Interview
O = Complete observation (includes both Pre- and Post-Observation Interviews and the Observation itself).
Po = Post-Observation only.

Other data available on Intensive sample includes:
(1) Demographic information.
(2) Individual summaries of Survey responses at different time points.
(3) 3 records of informal discussions with Bernadette, Blanche and Belinda.
(4) There is an example of a teacher's work together with the test the program gives to teachers.

Survey data available includes SPSS data files with Extensive and Intensive samples combined.

Program Data:

	Program Interview	**Program Observation	Vignettes
Program Director	Yes		Yes
* Elementary math Instructor	Yes		Yes
Elementary math Instructor	Yes		Yes
* Elementary math Instructor	Yes		

Key
* = Pre-observation interview during visits by instructors to schools.
** = Observations listed under other information.

Teacher Educator Surveys. Only five were completed in this site: the four listed in the table above and another by an administrator at the site.

Other information on file includes:
(1) Two documents giving general context information and two drafts of site analysis and summary documents with the final site report.
(2) There is also a set of notes on SummerMath program observations that includes cognitive problem solving class, planning lesson sequence, sharing lesson sequences, panel discussion, and various odds and ends. Another set gives details of the different SummerMath courses.
(3) There are fieldwork records of informal discussion and program observations and other documents with information on the program.

Program observations include sessions on:
(1) Planning lesson sequences
(2) Cognitive problem solving
(3) Computer use in mathmatics

Teachers College Writing Project

Time Point	Baseline			MP	End of Program			Independent Teaching		
Elementary	**S**	**I**	**O**	**O**	**S**	**I**	**O**	**S**	**I**	**O**
NAME										
Ethel	S	I	O	O	S	I	O	S	I	Pr Po
Estelle	S	I	O	O	S	I	O	S	I	
Erica	S	I	O	O	S	I	O	S	I	O
Emerald	S	I	O		S	I	O	S	I	O
Enrica	S	I	O		S	I	O	S		
Erma	S	I	O	O	S	I	Pr Po	S	I	
Emily	S	I	O	O	S	I	O	S	I	O
Ellen	S	I	O		S	I	O	S	I	O
Elma	S	I	O	Po	S	I	O	S	I	O
Eolande	S	I		O	S	I	O			O
Extensive sample	14				10			7		

Key
MP = Middle of Program time point.
Please note that even at the End of Program time point teachers continue to get support after the intensive part of the program.
S = Survey
I = Interview
O = Complete observation (includes both Pre- and Post-Observation Interviews and the Observation itself).
Pr = Pre-Observation Interview only.
Po = Post-Observation Interview only.

Other data available on Intensive sample includes:
(1) Demographic information.
(2) Individual summaries of Survey responses at different time points.
(3) Pilot wave interviews with some NCRTE questions for Ethel, Estelle, Emerald, Enrica, Emily and Elma.
(4) Discs of a Middle of program interview that is site specific.
(5) Many of the observations noted above have extensive classroom documentation available in paper form.

Survey data available includes SPSS data files with Extensive and Intensive samples combined.

Program Data:

	Program Interview	Program Observation	Vignettes
Program Director	Yes		Yes
Program Administrator	Yes		
School Principal	Yes		
Writing Instructor 1	Yes	Yes	Yes
Writing Instructor 2	Yes	Yes	Yes
Writing Instructor 3	Yes		Yes
Writing Instructor 4	Yes		Yes
Writing Instructor 5	Yes		Yes
Writing Instructor 6	Yes		Yes
Writing Instructor 7	Yes		

Note: There are a couple of transcripts of lectures given by the Program Director at a training session.

Teacher Educator Surveys. Only five were completed in this site: the program director and building principal, plus three of the writing instructors listed above.

Other information on file includes:

(1) Tapes of the "Summer Institute or Launch" training sessions. There is also a lengthy write-up and collection of materials from those training sessions held in 1987. Most of this observation material is available in electronic form.

(2) There are several promotional materials and a brief description produced by the Writing Project itself.

(3) There are the usual site reports and analysis documents produced by NCRTE researchers.

The Induction Sites

Los Angeles Unified School District

An alternate induction program for secondary and elementary teachers.

Time Point	Baseline			Middle of Program I			MP II	MP III	End of Program		Independent Teaching	
Name	**S**	**I**	**O**	**S**	**I**	**O**	**O**	**O**	**S**	**I**	**I**	**O**
Secondary Math												
Cain	S	I	Pr Po	S	I	O	O	O	S	I	I	Pr Po
Camille	S	I	O	S	I		Ob	O	S	I	I	O
Catherine	S	I	O	S	I	O	O	Ob Po		I	I	O
Carl	S	I		S	I	O		Ob				
Carson	S	I	O	S	I	O	O	O	S	I	I	Pr Po
Cecil	S	I	Pr Po		I	Po	Ob Po	Ob Po	S	I		Ob
Christopher	S	I	Pr Po	S	I	Pr Po	Pr	Pr Po	S	I	I	
Carol	S	I		S	I	O	Pr Po	Pr Po	S	I		
Cleo	S			S	I	Ob	O	Pr Po	S	I	I	O
Secondary English												
Caroline	S	I	Ob Po	S	I	O	O	O	S	I	I	O
Chad	S	I			I	Ob Po	Pr	Pr Po	S	I	I	O
Clark	S	I	Pr Po	S	I	Pr Po		O	S	I	I	Pr Po
Carmen	S	I		S	I	O	Pr	Pr Po	S	I	I	O
Chase	S	I	O	S	I	O	O	O	S	I	I	O
Extensive Sample*	78			45					29			

Key

* The extensive sample decay is due to people included who were on provisional status.

MP II = Second Middle of Program observation.
MP III = Third Middle of Program observation.
S = Survey.
I = Interview.
O = Complete Observation (pre- and post-interviews with classroom observation).
Pr = Pre-observation interview only.
Ob = Classroom observation only.
Po = Post-observation interview only.

Other data on intensive sample includes:

(1) Demographic information.
(2) Individual summaries of Survey responses at different time points.
(3) Secondary mathematics teachers' impressions of the Multi-Cultural Week by Catherine and Cain. For secondary English teachers the same impressions by Caroline and Chase.
(4) Impressions of mentor teachers by Cain (secondary math) and Chase (secondary English).
(5) Interviews with school administrators supervising Clark, Caroline, and Chase (all secondary English).
(6) Interviews and various records of interactions with the mentors of Cain and Christopher (secondary math) Chase and Caroline (secondary English).

Survey data available includes SPSS data files with Extensive and Intensive samples combined. There is in the SPSS data files (designated Site 3) two administrations of the survey to a second cohort of LAUSD teachers. First administered August 1988, the sample includes 86 elementary teachers (the first year the program trained this group) and secondary teachers (approximately 11 English, 19 mathematics, and 21 science).

Program Data:

Interviews with Program administration:
Program Director.
Program Administrator.
Program Coordinator.
Site Coordinator for Trainees and Advisees.
Administrator of Bilingual Education.
Administrator of Mentor Program.

	Program Interview	Program Observation	Vignettes
Teacher Advisor English	Yes		Yes
Social studies method instructor		Yes	Yes

Materials from Pre-service Training August and September 1987. The following are on the IZE system:
First Day Organization.
Educating Hispanics.
Mathematics training sessions.
English training sessions.
Thursday after school training sessions.

Handout Speech given the previous year to Teacher Trainees.

Raw transcripts on disc.
Day 1 Math Curriculum—Linda Thompson.
Day 2 Classroom Procedures.
Day 2 Marking Procedures.
Day 2 Attendance Procedures.
Day 3 Math Curriculum—Donna Jorgenson.
Day 3 Child Abuse—Burns.
Day 3 Reading—Cypris.
Day 3 Classroom Observation.
Day 4 Games in the Classroom—Benson.
Day 4 Cooperative Learning—E Owens.
Day 5 First Week in Classroom—L. Thompson.
Day 5 Multi-Modality—J. Roberts.
Day 5 English Curriculum—C. Burch.
Day 7 Math Curriculum—L. Winters.
Day 7 Literature Theme Curriculum—S. Bridges.
Day 9 Special Education—R. Holman.
Day 10 Computer Education—0224301.

Orientation Evaluation form.
Copy of student notes from Pre-service session.
Party Invitation from a trainee (note location).

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Article brought by Trainee to one of the sessions.

The Multi-Cultural Training Week 1988 sessions transcribed:
Jewish Anti-Defamation League (with handouts).
Mexican-American Culture (with handouts).
Working with Secondary Hispanic Students.
The Hispanic Culture Family Imprinting (with handouts).
Educating Black Students (with handouts).
History and Current Problems of Black Students (with handouts).
Learning Styles of Asian Students.
Understanding and Working with Asian Students (with handouts).
Culture in the Classroom.
Streams of Culture (with handouts).
Valuing Differences.
Dealing with Controversy (with handouts).
Racism in U.S. Public Schools.
Multicultural Approach to Reading and Teaching.
Integrating Multiculture into Subject Areas.
Handouts only — Dorcoux — Understanding the Black Experience.
A World of Difference — used in Multi-cultural Week August 1990.

Other program materials on file include:
Teacher Trainee Program poster.
Copy of State Law on Teacher Trainee Program.
Budget Analyst Review of Teacher Trainee Program 1988.
Overview of LAUSD Teacher Training Programs.
Interview Notes with DeVries former Head of Teacher Training Program (by Floden).
Folder Teacher Trainee Program.
Details of the Year-Long Training Program.
Criteria for Selection and Employment of Trainees.
Roles and Responsibilities of Human Resources Dept. LAUSD.
Example of Trainee Assignment for Salary Credit.
Instructions to Teacher Trainee Center Coordinators.

Career Development Program for Administrators.
NTE Preparation Program.
Examples of In-house newspaper LAUSD.
Emergency Teacher Handbook.
LAUSD examples of Forms in use.

California State Guide to Language Arts.
California State Guide to Mathematics.
English Curriculum Guide LAUSD.
Math Curriculum Guide LAUSD.
Handbook for Planning an Effective Literature Program.
Practical Ideas for Teaching Writing as a Process.
Handbook for New Secondary Teachers LAUSD.
Model Curriculum Standards (all subjects)
LAUSD Guide to Teacher Resources.

Folder Mentor Teacher Program.
Mentor Selection materials.
FarWest Lab. Study of Mentor Teachers.
Mentor Teacher Casebook (published edition)
A Leader's Guide to Mentor Training from ERIC

Academic Transcripts including some intensive informants.
Stull Evaluation form for Trainees.

Commencement Ceremony Program.
Pre-service Training Sessions Schedule.
Transcripts about the Los Angeles Teacher's Strike.
Newspaper cutting about Year-Round Schedule dispute.
Newspaper Strike articles, May 1989.

New Jersey Provisional Teacher Education Program

An alternate route induction program for elementary teachers.

Time Point	Baseline			MP	End of Program			Independent Teaching		
Elementary	**S**	**I**	**O**	**O**	**S**	**I**	**O**	**S**	**I**	**O**
Name.										
Denise	S	I	Pr		S	I	O	S		
Desiree	S	I	Pr			I	Pr Ob			
Dena	S	I		Pr Po	S	I		S		
Dorethy	S	I	O		S	I	Pr Ob	S		
Deborah	S	I		Pr		I	Pr Ob	S	I	O
Daphne	S	I	Po	O	S	I	Pr Ob	S	I	O
Dominica*	S	I		Pr Ob	S		Pr Ob			
Dixie	S	I	O	O	S	I	O	S	I	O
Extensive Sample	28				21			18		

Key

MP = Middle of Program
S = Survey
I = Interview
O = Complete Observation (includes both Pre- and Post-Observation Interviews and Observation itself).
Pr = Pre-Observation Interview
Ob = Observation
Po = Post-Observation Interview
* = Withdrew from study

Other data available on Intensive sample includes:

(1) Demographic information.
(2) Mentor interviews for Desiree and Daphne.
(3) A pre- and post-classroom observation interview with the mentor-principal for Dixie.

Survey data available includes SPSS data files with Extensive and Intensive Samples combined.

Program Data:

There are 2 interviews with administrators in the program. An interview with the head of the program and another with one of the training center coordinators. The program has centers in different locations. There is a copy of the program handbook and the Teacher Certification requirements available in printed form.

	Program Interview	Program Observation	Vignettes
Writing Instructor	Yes	Pre-Observation interview and Observation	Yes
Writing Instructor	Yes	Yes	Yes
Human Development and Reading Instructor	Yes	Yes	Yes
Elementary Methods	Yes	Yes	Yes

University of New Mexico and Albuquerque School District Induction Program
These are elementary teachers, working towards a Masters degree, in a mentor support program run jointly by the school district and UNM.

Time Point	Baseline			MP	End of Program			Independent Teaching		
Elementary	**S**	**I**	**O**	**O**	**S**	**I**	**O**	**S**	**I**	**O**
NAME										
Florence	S	I	O	O	S	I	O	S	I	O
Fay #3	S	I	O	Pr Po	S	I		S		
Faith #1	S	I	O	O	S		O		I	O
Fiona #2	S	I	O	Pr Po	S	I	O	S		
Felice	S	I	O	O	S	I	Pr	S	I	O
Francine	S	I	O	O	S	I			I	
Francesca	S	I	O	O	S	I		S	I	
Fawn	S	I	O	O	S	I	O	S	I	O
Frances	S	I	O	O	S	I	Ob Po	S	I	O
Fleur	S	I	O	O	S	I	O	S	I	O
Felix	S	I	O	O	S	I	O	S	I	O
Frank	S	I	O	Pr Po	S	I		S	I	Pr Po
Extensive Sample	16				15			6		

Key

S = Survey
I = Interview
O = Complete observation (includes both Pre- and Post-Observation Interviews and the Observation itself).
Ob = Observation only.
Pr = Pre-Observation interview only.
Po = Post-Observation interview only.
#1 = A second interview at the Independent Teaching time point is on IZE. Faith moved to high school in Year 2 of the study.
#2 = Fiona did not teach 1988-89 school year and had no plans to teach in 1989-90. She hoped to write children's books.
#3 = Fay moved to Texas. No End of Program observation and no Independent Teaching interview or observation.

Other data available on Intensive sample includes:
(1) Demographic information.
(2) Individual summaries of Survey responses at different time points.
(3) A collection of course assignments; notably, a copy of their Master's thesis, under major keyword *Graduate-Intern-paper*.

Survey data available includes SPSS data files with the Extensive and Intensive samples combined. In addition, there are survey responses from Elementary teachers working in the district, 26 at Baseline and 12 at the End of Program. There are also Baseline survey responses from 35 Preservice Undergraduate Seniors and 41 Preservice Undergraduate Juniors.

Teacher Educator Surveys for ten people includes the Program Director and some of the Clinical Support Teachers listed above.

Other Information on file includes:

(1) 1 copy of Basic site statistics.
(2) 1 page summary of site.
(3) Documents given by Director of Teacher Personnel (Albuquerque schools minimum standards) Program interview 011887 refers.
(4) Orientation Handouts August 1987.
(5) Assigned Reading Literacy Workshop 1988.
(6) Anne Z talking about Squiggle Books.
(7) Two tapes of workshop on Second Grade discussion group led by Clinical Support Teacher 2. Transcript and tape of small group Tuesday night seminar Sept. 1987 CST 2's group. Includes paper handout.
(8) Copy of 1989 Children's Calendar.
(9) Clinical Support Teacher 5 Handouts to all beginning teachers
(10) El.Ed. 593 (Clinical Support Teacher 4) syllabus.
(11) Syllabus outline CIMTE 361 - Teaching of Mathematics in the Elementary School (undergraduate course). Also corresponding graduate level course CIMTE 461.
(12) Handout on how to write thesis.

Program Data:

	Program Interview	Program Observation or School Visit	Vignette
Program Director	Yes		
Staff Development Director	Yes		
Director for Teaching Personnel	Yes		
Francesca's School Principal	Yes		
Frances' School Principal	Yes		
Florence's School Principal	Yes		
Frank's School Principal	Yes		
Faith's School Principal	Yes		
School Principal 1	Yes		
School Principal 2	Yes		
Clinical Support Teacher 1	Yes		Yes
Clinical Support Teacher 2	Yes	Yes	Yes
Clinical Support Teacher 3	Yes	Yes	Yes
Clinical Support Teacher 4	Yes	Yes	Yes
Clinical Support Teacher 5	Yes		Yes
Clinical Support Teacher 6	Yes	Yes	Yes
Clinical Support Teacher 7	Yes		
Clinical Support Teacher 8		Yes	

The Preservice Sites

University of Florida

This preservice site had two intensive samples from different programs. The first sample consisted of elementary teacher candidates only. The second intensive sample consisted of one secondary math and eight secondary English teacher candidates with a group of psychology majors who did not intend to teach.

Table 1 Elementary

Time Point	Baseline		Middle of Program I		Middle of Program II		End of Program	
NAME	**S**	**I**	**S**	**I**	**S**	**I**	**S**	**I**
Elementary								
Sally	S	I	S	I				
Sonya	S	I	S	I	S	I	S	
Shelley	S	I	S	I	S	I	S	I
Susan	S	I	S	I	S	I	S	I
Sylvia	S	I	S	I	S	I	S	I
Simone	S	I	S	I	S	I	S	I
Selma	S	I	S	I		I	S	
Selema	S	I	S	I	S		S	
Stacey	S		S	I				
Extensive Sample	62		48		42		33	

Key
S = Survey
I = Interview

Note: There is doubt as to the status of Sally, who left the program and the study at an early stage. Stacey dropped out of the program after the first year of the program.

Survey data available includes SPSS data files with Extensive and Intensive samples combined.

	BL	MP I	MP II	EP	IT
Elementary	71	57	48	39	
Secondary Math	2			2	2
Secondary English	31			29	
English Majors	7			6	
Psychology Majors	15			14	11

Key
BL = Baseline.
MP I = Middle of Program I.
MP II = Middle of Program II.
EP = End of Program.
IT = Independent Teaching.

Table 2 Secondary

Time Point	Baseline		End of Program		Independent Teaching	
NAME	**S**	**I**	**S**	**I**	**S**	**I**
Secondary Math						
Sabrina	S	I	S	I	S	
Secondary English						
Sheila	S	I	S	I		
Scarlett	S	I	S	I		
Sena	S	I	S	I		
Stella	S	I	S	I		
Stephanie	S	I	S	I		
Shirley	S	I	S	I	S	
Sophie	S	I	S	I		
Samantha	S	I	S	I		
Psychology Majors						
Sam	S	I	S	I	S	I
Sandi	S	I	S	I	S	I
Sandra	S	I	S	I	S	I
Sarah	S	I			S	I
Sharon	S	I	S	I		I
Sherry	S	I	S	I		
Extensive Sample	40		37		7	

Key
S = Survey
I = Interview

Note: In Sabrina's Baseline interview only the "dealing with diversity" section is available. Unlike any other site the Baseline Protocol questions about their high school (F32) and college (F33) experiences were asked at the Middle of Program I time point for elementary teachers. The Psychology majors were asked F32 and F33 in the Baseline interview but most Secondary teacher candidates answered these questions at the End of Program interview.

Other data available on Intensive samples include:
(1) Demographic information.
(2) Individual summaries of Survey responses at different time points.

Program Data

Teacher Educator Surveys were completed by 19 people at this site.

Other information on file includes:

(1) Site Reports and analysis documents.
(2) General Institution documents: Operation Proteach (draft), Secondary Proteach, Proteach: Teacher Preparation at U of F, Index of Documents, Proteach Handbook for El. Field Experiences, U of F El. PROTEACH and Secondary English PROTEACH.
(3) 1986-87 University of Florida catalog.
(4) 1986-87 University of Florida graduate catalog.
(5) Analytical Recording Form I.
(6) Teacher Certification Examination.
(7) Summative Observation Instrument.
(8) Developing a Framework for Presenting Teacher Effectiveness.
(9) Instructional Strategies for Developing Reflective Teachers.

Course materials on file:

(10) EDE 6225 (Silvia) Practices in Childhood Education overview and syllabus.
(11) EDE 3481 (Silvia) Research in Elementary Education.
(12) EDE 3804 (Stockton) Teaching Mathematics in the Elementary School syllabus.
(13) EDE 3481 (Stuart) Research in Elementary Education overview and syllabus.
(14) MAE 3811 (Sheba) Elementary Mathematics quizzes and syllabus.
(15) EDF 3115 Child Development and Education syllabus.
(16) EDE 3801 Introduction to Education syllabus.
(17) EDE 3804 (Sheba) Childhood Education Program - Mathematics syllabus.
(18) EDE 3804 Language Arts in Elementary School syllabus.
(19) ESE 6215 Secondary School Curriculum (Proteach Section) syllabus.
(20) LAE 6365 (Sadie) Language and Composition syllabus.
(21) EDG 6931 Clinical Teaching, Secondary School (English) syllabus.
(22) ESE 6939 (Sinclair) Teaching English in the Secondary School (Wright) syllabus.
(23) EDE 7248 Master's Seminar - Action Research for Preservice Teachers: A Description of Why and How.
(24) EDE 7248 Proposal for EDE 7248.
(25) LAE 6365 (Sadie) Language and Composition class materials and syllabus.

	Program Interview	Program Observation	Vignettes
Student Teaching Supervisor	Yes	School Visit	
Instructor in English Methods	Yes	Ob Po	Yes
Instructor in Clinical Teaching	Yes	Ob	
Instructor in Education Research for Elementary Schools 1 EDE 3481	Yes	Po	Yes
Instructor in Educational Research for Elementary Schools 2 EDE 3481	Yes		Yes
Instructor in Secondary English	Yes		
Instructor in Practicum Seminar	Yes		Yes
Instructor in Clinical Seminar	Yes	Pr	Yes
Instructor in Elementary Math Methods EDE 3804	Yes	Po	Yes
Instructor in Language Arts Methods EDE 3804	Yes	Po	
Instructor in Math for Elementary Students MAE 3811	Yes		

Key

Ob = Observation
Pr = Pre-Observation Interview
Po = Post-Observation Interview

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Illinois State University

This preservice program had intensive sample informants from preservice elementary and secondary math and English teachers. There were also four mathematics majors who did not intend to teach.

Time Point	Baseline		End of Program			Independent Teaching	
NAME	**S**	**I**	**S**	**I**	**O**	**I**	**O**
Elementary							
Gabrielle	S	I				I	
Ginger	S	I	S	I	O	I	
George	S	I		I	O		
Gina	S	I	S	I	O	I	Ob
Secondary Math							
Georgia	S	I		I	O	I	O
Gillian	S	I	S	I		I	
Gerald	S	I		I	O	I	O
Gilbert	S	I	S	I	O		
Gertrude	S	I	S	I		I	
Geoffrey	S	I		I			
Secondary English							
Guida		I		I			
Grover		I		I			
Grace		I		I			
Mathematics Majors							
Gladys	S	I	S	I			
Garth	S	I		I			
Graham	S	I	S	I			
Gloria	S	I	S	I			
Extensive Sample	67		45				

Key

S = Survey
I = Interview
O = Complete observation (includes both Pre- and Post-Observation Interviews and the Observation itself).
Ob = Observation only.

Note: There are other Baseline interviews (18 on diskette only, 2 elementary, 3 math majors, 5 secondary English and 8 English majors) available from people who were in the intensive group but later became inactive for various reasons. Ginger only substitute taught. George and Gilbert never taught.

Other data available on Intensive sample includes:

(1) Demographic information.
(2) Individual summaries of Survey responses at different time points.
(3) Supervisor interviews, during student teaching, on IZE for Gina, Gerald, and Ginger.

Survey data available includes SPSS data files with Extensive and Intensive samples combined.

	Baseline	End of Program
Elementary	48	23
Secondary Mathematics	22	10
Secondary English		7
Mathematics Majors	11	5
English Majors		8

Program Data

Teacher Educator Surveys were completed by 41 people at this site. Three marked by * in the table above.

Other information on file includes:

(1) 2 Analysis and summary documents.
(2) Faculty Listing (1989).
(3) ISU Student Handbook.
(4) Teacher Education Handbook (2 copies).
(5) English Department Undergraduate Handbook.
(6) ISU Graduate Catalog.
(7) Sample Application for Admission to Teacher Education and Pre-Professional Skills Test.
(8) Annual Report and Student handout to Clinical Experiences.
(9) Core 1 Curriculum.
(10) Core 3 Curriculum.
(11) Core 3 Reading list.
(12) Grady—Elementary Education: Planning, Organizing and Teaching Course Notes.
(13) Gifford—C and I 252 Teaching Elementary Social Studies Course Resource Book.
(14) Gilbey—Math TE course syllabus.
(15) Griffith—Master Syllabi for C and I 200.01 and 200.02. Professional sequence C and I 200.02., C and I 200.03 Volumes 1 and 2 Course Books.
(16) Garnet Pilot Interview with syllabus Teaching Literature in Secondary Schools-English 296.
(17) Critique Forms for Simulated Teaching.
(18) A Pre-Observation Interview of a Calculus course.

	Program Interview	Vignettes
Coordinator Secondary Education Program	Yes	
Coordinator Elementary Education Program	Yes	
Coordinator Secondary English Program 1*	Yes	
Coordinator Secondary English Program 2	Yes	
Coordinator Secondary Mathematics Program 1	Yes	
Coordinator Secondary Mathematics Program 2*	Yes	
Coordinator of Secondary Curriculum and Instruction	Yes	
Elementary Core Coordinator*	Yes	
Chairperson for Elementary Advisement	Yes	
Elementary Core 1 Instructor in Human Growth and Development	Yes	
Elementary Core 1 Instructor in Basic Curriculum Concepts	Yes	
Elementary Core 1 Instructor in Child Development and Curriculum	Yes	Yes
Elementary Core 2 Instructor in Language Arts Methods and Reading Methods	Yes	Yes
Elementary Core 3 Instructor in Introductory Reading Methods	Yes	
Elementary Core 3 Instructor 1 in Measurement and Curriculum	Yes	Yes
Elementary Core 3 Instructor 2 in Measurement and Curriculum	Yes	
Elementary Core 3 Instructor in Science Methods	Yes	
Elementary Core 3 Instructor in Social Studies Methods	Yes	
Elementary Instructor in School and Community Involvement	Yes	
Elementary Instructor in Curriculum and Instruction	Yes	
Elementary Student Teaching Supervisor	Yes	
Instructor Educational Psychology	Yes	
Secondary Instructor in Teaching Literature	Yes	Yes
Secondary Instructor in Learning Theories in Mathematics Education	Yes	
Secondary Instructor in General Methods Course	Yes	
Secondary Instructor in Instructional Model	Yes	
Secondary Instructor in Secondary Math	Yes	
English Department Instructor in American Traditional Literature	Yes	Yes
Mathematics Department Instructor in Calculus	Yes	Yes

Norfolk State University

This preservice program had an intensive sample of elementary teacher candidates.

Time Point	Baseline		Middle of Program		End of Program		Independent Teaching	
NAME	**S**	**I**	**S**	**I**	**I**	**O**	**I**	**O**
Elementary								
Lana	S	I		I				
Lara	S	I		I	I	O		
Leah	S	I	S	I		O		
Lee	S	I		I		O	I	Pr Po
Letty	S	I	S	I		O		
Lisa	S	I	S	I	I	O		
Leslie	S	I			I		I	Pr Po
Lance	S	I		I				
Linda	S	I	S	I		Po		
Lucille	S	I	S	I		O	I	Pr Po
Lori	S	I		I		Pr Po	I	
Louise	S	I	S	I	I	Pr Po		Pr Po
Linette	S	I		I				
Extensive Sample	21		1					

Key

S = Survey
I = Interview
O = Complete observation (includes both Pre- and Post-Observation Interviews and the Observation itself)
Pr = Pre-observation Interview only
Po = Post-observation Interview only

Other data available on Intensive sample includes:

(1) Demographic information.
(2) Individual summaries of Survey responses at different time points.
(3) Interview with Supervisor for Lori—Lois Pre- and Post-observation on IZE.

Survey data available includes SPSS data files with Extensive and Intensive samples combined. 18 elementary students, 1 secondary math student, 2 secondary English, 9 math majors, and 3 English majors.

Program Data

	Program Interview	Program Observation or School Visit	Vignette
Dean School of Education	Yes		
Director Elementary Education	Yes		
Director Secondary Education	Yes		
Acting Head of Early Childhood Program	Yes		
Chair School of Education Restructuring Committee	Yes		
Instructor in Elementary Math Methods	Yes		
Instructor in Study of Young Children ECE-274*	Yes	O	Yes
Instructor in Seminar in Assessment and Evaluation SED-333*	Yes	Pr Po	Yes
Instructor in English Methods		O	
Instructor in Teaching Reading and Language Arts ECE-284*		Po	Yes
Instructor in Diagnostic Procedures for Reading ECE-484		Ob Po	Yes
Instructor in Math Methods ECE-461*		O	
Instructor in Math Methods		Po	
Instructor in Elementary Math Methods		Pr Po	Yes
Instructor in General Teaching Problems ECE-499			Yes
Student Teaching Supervisor 1	Yes		
Student Teaching Supervisor 2*		Yes	
Student Teaching Supervisor 3	Yes		
Mathematics Department Instructor Math-101		Pr Po	Yes
Mathematics Department Instructor Math-102	Yes		Yes
Mathematics Department Instructor Math-151	Yes	O	
English Department Instructor ENG-101	Yes	O	Yes
English Department Instructor ENG-102		Pr Po	Yes
English Department Instructor in Advanced Communication Skills ENG-203	Yes	Po Pr	Yes

Teacher Educator Surveys were completed by 8 people at this site. Four *different* people marked with * in the table above.

Other information on file includes:

(1) 2 General Institution documents: Self-Study report 1985, Details of Education Courses, Restructured Education Document 1988.
(2) 1987-1989 NSU catalogue.
(3) An analysis and summary document.
(4) 2 Site reports (1 draft).

Program course texts and materials on file:
(5) Math 102 (Lawrence) Mathematics for College Students and syllabus.
(6) ECE course (Lorette) Parents as Partners in Education.
(7) SED 333 (Laura) A Guide to the NTE Core Battery Tests and syllabus.
(8) Math 141 (Lucy) Math for Elementary Teachers syllabus.
(9) ECE 362 (Leona) Today's Mathematics syllabus, handouts and outstanding student work.
(10) ECE 384 (Leola) Teaching Reading Syllabus.
(11) ECE 282 (Lila) Writing for Teachers syllabus.
(12) Psychology 230 (0824057) syllabus.
(13) ECE 374 (Lora) Study of Young Children syllabus.
(14) ECE 364 (Lora) Social Studies.
(15) ECE 460 (Lora) Curric. and Instruction Pre-school and Kindergarten syllabus.
(16) ECE 461 (Lora) Curric. and Instruction Early Primary syllabus, course handouts, test, student materials.
(17) ECE 274 (Lena) Study of Young Children syllabus and handouts.

General Education Course materials:
(18) Math 101 (Lane) Math in General Ed. syllabus.
(19) Math 151 (Lawrence) College Algebra syllabus.
(20) English 101 (Lillian) handout with interview.
(21) English 102 (Lydia) Communication Skills syllabus.
(22) English 203 (Leo) Advanced Communication Skills syllabus.

Dartmouth College

Time Point	Baseline			End of Program			Independent Teaching		
Name	**S**	**I**	**O**	**S**	**I**	**O**	**S**	**I**	**O**
Elementary									
Mindy	S	I		S	I			I	
Mavis	S	I		S	I				
Meredith	S	I			I				
Madeline		I			I			I	
Melinda		I							
Miriam		I			I				
Marlene		I			I				
Secondary English									
Martin	S	I		S	I		S	I	
Monica	S	I		S	I			I	
Melissa	S	I		S	I		S	I	
Mary	S	I		S	I		S	I	
Mercy	S	I		S	I		S	I	
Martha		I							
Secondary Math									
Molly	S	I		S	I		S	I	
Michelle		I			I				
Extensive Sample	41			19			0		

Key
S = Survey
I = Interview
O = Observation
No observations available at this time.

Other data available on Intensive sample includes:
Demographic information.
Individual summaries of Survey responses at the different time points.

Survey data available includes SPSS data files with Extensive and Intensive Samples combined.

Program Data

2 Program general information documents:
General overview of program, published articles.

Copies of program material on file:
Ed 45 Principles and Practice of Secondary Teaching syllabus and other materials.
Ed 20 Operators manual.
Ed 41 (Myra) Principles of Teaching syllabus and guidelines.
Ed 86 (Myra) Elem. Post-practicum syllabus (print only).
Ed 46 Moral Development in Teaching (print only).

	Program Interview	Program Observation	Vignettes
General Methods Class	Yes	Yes	Yes
Reading	Yes	Yes	Yes
Adolescent Development	Yes		
Elementary Methods	Yes		Yes
Secondary Methods	Yes	Observation only	Yes

There are no Teacher Educator Surveys completed for this site.

Michigan State University

This preservice program had intensive sample informants from preservice elementary, secondary mathematics programs. Special circumstances led to a limited data collection schedule at this site.

Time Point	Baseline		Middle of Program
NAME	**S**	**I**	**I**
Elementary			
Jane	S	I	
Jade	S	I	
Jenny	S	I	
Julia	S	I	I
Jessica	S	I	I
Jack	S	I	
Jerome	S	I	
Judith	S	I	
Secondary Math			
Joseph	S	I	I
James	S		I
Jesse	S	I	I
Joan	S	I	I
June	S	I	I
Jay	S	I	I
Jill	S	I	I
Jacob	S	I	
Extensive Sample	67		

Key

S = Survey
I = Interview

Other data available on Intensive sample includes:

(1) Demographic Information
(2) Individual summaries of Survey responses at Baseline.

Survey data available includes SPSS data files with Extensive and Intensive samples combined.

	Baseline
Elementary	29
Secondary Mathematics	10
Secondary English	9
Other Secondary Teachers	2
Mathematics Majors	1
English Majors	3
Other Arts and Sciences Majors	19

Program Data

	Program Interview	Program Observation	Vignettes
Teacher Education Department Chair	Yes		
Coordinator Academic Learning Program*	Yes		
Student Teaching Supervisor*	Yes		
Instructor in Science Methods*	Yes	Pre-observation Interview only	Yes
Instructor in Methods of Teaching Oral Language Competencies*	Yes	Pre- and Post-observation Interviews only	Yes
Instructor in Learning School Subjects*	Yes		
Instructor in Interdisciplinary Elementary Curriculum*	Yes		
Instructor in Reading for Secondary School Content Area*	Yes		
Instructor in Methods of Teaching Reading and Writing*	Yes		
Instructor in Learning of School Subjects	Yes		Yes
Mathematics Department Instructor in Math 201*	Yes	Pre- and Post-observation Interviews	Yes
Mathematics Department Instructor in Abstract Algebra	Yes		

Teacher Educator Surveys were completed by 21 people at this site. These include those * in the table above.

Other information on file includes:

(1) General information document about the Academic Learning Program.
(2) A set of analysis documents.
(3) Notes on pilot study faculty interviews.